

UNIVERSITY OF KENTUCKY
College of Education
Department of Administration and Supervision

FALL SEMESTER 1999

EDA 771, Section 201 (06094)

Seminar in Administration: The Knowledge Base for School Leadership

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CLASS MEETINGS

Thursday: 5:30-8:00 PM
Northern Kentucky University
BEP 133

I. DESCRIPTIVE INFORMATION

A. GRADUATE BULLETIN DESCRIPTION

A variable topic seminar. (Seminar in Administration: The Knowledge Base for School Leadership).

FYI: Effective November 15, 1999 the Graduate Bulletin posted on the Graduate School web sit at: [<http://www.rgs.uky.edu/gb/bulletin/bullinfo.html>] will become the official Graduate Bulletin. It will be updated on a quarterly basis.

B. COURSE CREDIT

3 Credit hours

C. PREREQUISITES

Admission to Department program or consent of the instructor.

D. COURSE OVERVIEW

This course is designed to introduce doctoral students to the knowledge base that undergirds the study and practice of educational leadership. Particular attention is given to examining current literature within the knowledge base; this is done particularly as a review but also as a way to become more critical regarding the extant research-based literature in the field.

In one sense it may be useful to think about what we will be doing in the course. The guiding focus of our discussions will center on the following question: **“What should a school leader know, believe, and be able to do in reference to the knowledge base in order to be an effective and productive professional?”** In addition, we also want to examine and discuss each of the domains from a more “critical” and intellectual perspective. The issue here becomes one of evaluating what current and past authors say is important with reference to each domain.

Doctoral study is different from what you may have experienced in earlier graduate work. It is more than an accumulation of graduate courses required for a graduate degree or professional certification. To be successful in a Doctor’s Degree program you will have to reorient yourself and begin working in distinctively different ways. It is also important to think about this course as an organized way to begin preparing for the Doctoral Qualifying Examination which you will be taking when you have completed most of the coursework phase of your doctoral program. In effect, this course provides an opportunity to begin organizing your “study guide” in anticipation of the Qualifying Examination. In this regard, it will be helpful for you to become familiar with some of the key authors conducting research and writing in the knowledge domains, and you should also become familiar with some of the key issues being debated and discussed within each domain. You might want to remember that additional attention will be given to several of the knowledge domains in future courses you will take as part of the doctoral program (e.g. leadership issues, organizational studies, policy, and political studies). At the same time, less attention will be given to other domains (e.g. economic and financial aspects of schooling). The overall idea is remember that it is assumed that since you are an experienced professional educator, you have already taken a great deal of graduate level course work, you already have a reasonably sophisticated background knowledge and understanding of the domains we will be examining. Our intent in this course is to review and then build upon what you already know. Obviously this will be somewhat different for each individual, with expertise regarding each of the domains being different, and thus we want to draw upon such expertise as a resource for the course.

Finally, this course provides the opportunity for you to begin thinking about a topic for your dissertation research study, and to begin organizing the literature review that you will need for that purpose. Thus you should think about each knowledge domain that we will be discussing in terms of your own interest in investigating some aspect of the domain.

Among the questions that guide the design of this course are the following:

1. Is there really an accepted body of knowledge that informs our understanding and subsequent practice of school leadership? If so, **who** exactly gets to define it?
2. What purpose is to be served in studying a knowledge base for school leadership within the context of completing a doctoral program (e.g. is it to ensure that the individual “knows” the knowledge base? Is it to help the individual to become more intellectually socialized into the profession? Is it to help the individual to better organize her or his own thinking about school leadership issues?).
3. How current should entries be in the knowledge base for school leadership? In terms of scholarship, isn’t it appropriate to include entries primarily for the historical value they may hold? Should discussions regarding the knowledge base place more emphasis on current issues of practice?).

4. Is it realistic in this modern era of technology and communications to compile a knowledge base, or would it be more useful to simply learn a good procedure for searching and retrieving information when and as it is needed? (i.e. learn to access existing computerized database systems?).
5. How much of a knowledge base regarding school leadership should an individual pursuing doctoral study be expected to retain from previous academic preparation and existing experience (e.g. graduate course work taken in the past; professional development activities and experiences; personal reading done throughout the person's career?).

REQUIRED TEXTS:

Murphy, J. and Louis, K. S. (Eds.) (1999). *Handbook of research on Educational Administration, 2nd Edition.* San Francisco: Jossey-Bass (ISBN#0-7879-4340-1).

Educational Administration Quarterly.35(4).

BOOKSTORES:

University of Kentucky Bookstore: (606) 257-6309. Toll Free Number: 1-800-327-6141

Kennedy Bookstore: (606) 252-0331

Joseph Beth Booksellers: 606-273-2911 (Toll free in Kentucky: 800-248-6849)(E-Mail: jbeth@mis.net)

Northern Kentucky University Bookstore:

SUPPLEMENTARY TEXTS

Suggested Readings provide an opportunity for Doctor's Degree students to expand their understanding of perspectives and applications discussed in class. Most of these will be available in the **Reserve** section of the Campus library in regular holdings. I have referenced chapters in , **Boyan, N.** (Ed.) (1988). *Handbook of research on educational administration.* New York: Longman, to acquaint you with previous research in the field and introduce the notion of a continuum of work contributing to knowledge base domains.

ADMINISTRATIVE COURSE REQUIREMENTS AND POLICIES

The instructor will adhere to all University of Kentucky policies pertaining to attendance, make-up tests, cheating/plagiarism, withdrawals, incomplete grades and examinations. Students are expected to read and understand these policies prior to course work. These are articulated in the Students Rights and Responsibilities booklet (Part II, effective November, 1991). Specific policies that obtain to the course include:

Attendance:

1. The student is expected to attend all seminar classes as genuine and informed participation is a criterion for a grade in the course. Students who are unable to attend class because of illness, a death in the immediate family, professional obligations, religious holidays, or other circumstances which the instructor finds reasonable cause for non attendance must inform the instructor in advance of class meetings. Students missing class must provide the instructor with a written excuse no later than the week following the absence.
2. Unexcused absences will result in a reduction in the students grade for class participation up to 10% of the total grade for the class.

3. Unexcused and excused absences that exceed four (4) class meetings during the semester may result in the instructor requesting the student take a **W** (withdraw) or **I** (incomplete) for the course.

Completion of Assignments

The student is expected to carry out all required work and take examinations at class periods designated by the instructor. In instances in which students have an excused absence, the instructor will make appropriate arrangements for students to make up work, submit papers, and take examinations.

Submitting Work Prior to Due Dates

Students have the option of turning papers into the instructor early for review and critique. Final papers must be submitted due dates listed in the syllabus.

Submitting Assigned Work Late

No penalty will be assessed students for late work if they have an excused absence. Students may receive permission to submit papers late with prior approval of the instructor. Without prior approval, the instructor may reduce the grade received by one full letter grade below the grade earned.

Standards for Written Work

All written work must use acceptable standards of English and be typed or produced from a word processor. **APA style is required.**

EVALUATION AND COURSE GRADING

Your grade for this course will be based upon the instructor's judgment regarding the quality of your performance in the areas noted below. The relative weight given to each of these areas in determining your grade is indicated in parentheses. Note: Genuine and informed participation in applying ideas from the assigned readings to class discussions will be used to determine borderline grades. The instructor will expect all papers to be turned in on time. Reaction papers will be critiqued, grade, and returned in a timely fashion to allow students who wish to rewrite them. The instructor has found this particularly useful in helping students master critical analytical skills needed for advanced study. A maximum of two rewrites will be allowed per paper. It is anticipated that by mid-semester, most students will not avail themselves of this option.

1. Complete 10, 3 page (typed, double-spaced) "reaction papers" completed throughout the course as indicated in the syllabus-75%.
2. Completion of an annotated bibliography on a topic relating to one of the knowledge domains being reviewed in the course, to include a minimum of thirty (30) research article entries -25%.

GENERAL MARKING SYSTEM

A grading curve will not be used to determine letter grades.

A = 90-100 represents **exceptionally high achievement** as a result of aptitude, effort, and intellectual initiative. It is valued at four grade points for each credit hour.

B = 80-89 represents a **high achievement** as a result of ability and effort. It is valued at three grade points for each credit hour.

C = 70-79 represents **average achievement**. It is valued at two grade points for each credit hour.

E = 0- 59 represents **unsatisfactory performance** and indicates failure in the course. It is valued at zero (0) grade points and zero (0) credit hours.

MAJOR TOPICS OF THE COURSE

1. The history of scholarship in educational administration
2. Internationalization of educational administration
3. Leadership
4. Evolution of educational administration programs
5. Ideological lenses for interpretation
6. Demographics of American society.
7. The “new professionalism”
8. Social capital
9. New consumerism-evolving market dynamics.
10. Human and social capital development for learning and change
11. Demands for and concepts of educational accountability
12. Resource acquisition and management.

MODE OF INSTRUCTION

1. Lecture 30%
2. Class discussion 20%
3. study group discussions 50%

ASSIGNMENTS

Reaction Papers: The body of the reaction paper should address the following issues: (1) The two or three major points that the author or authors are attempting to make in the book chapter or article; (2) Your reaction to the two or three major points that have been identified with some commentary to provide a rationale for your reaction; (3) Identification of any “problems” “omissions,” or “technical faults” that you believe are made in the article; and (4) A closing summary statement.

Annotated Bibliography: Completion of an annotated bibliography on a topic relating to one of the knowledge domains being reviewed in the course, to include a minimum of thirty (30) research article entries. Entries should follow APA format. The topic for your annotated bibliography should be approved by the course instructor at the beginning of the course, or as soon thereafter as possible (i.e. within the first three or four meetings).

RETURN OF PAPERS

All papers will be returned by the instructor in a timely manner and discussed in class to contribute to the teaching and learning process. Email and Fax will be used to facilitate timely feedback to students.

STUDENT COURSE EVALUATION

Two course evaluations will be distributed during the semester. An interim course evaluation may be handed out early in the semester to identify student concerns with regard to course syllabus, content, and instruction. This

information will be used to improve the course. At the close of the semester, students will also be asked to complete a University of Kentucky teaching evaluation questionnaire which focuses on teaching, instructional processes, and general substance of the course. In both instances, student responses will be anonymous.

DISCUSSION TOPICS AND ASSIGNMENTS

1. Aug. 25 INTRODUCTION AND COURSE OVERVIEW

INTRODUCTION TO THE KNOWLEDGE BASE

2. Sept. 2 FRAMING THE KNOWLEDGE BASE AND COURSE OVERVIEW

Required Readings

Murphy, J. & Louis, K. S. (Eds.) (1999). *Handbook of Research on Educational Administration, 2nd Edition*. San Francisco: Jossey-Bass.

Murphy, J. & Louis, K. S. Introduction: Framing the Project.

Murphy, J. & Louis, K. S. Editors' Introduction: Notes from the *Handbook*. *Educational Administration Quarterly*.35(4).

Rinehart, J. & Logan, J. (1999). Forward. *Educational Administration Quarterly*.35(4).

Suggested Reading:

Boyan, N. (Ed.) (1988). *Handbook of research on educational administration*. New York: Longman.
Preface. **Boyan, N.** (Ed.) Opp. cit.

PART I

THE DEVELOPMENT OF EDUCATIONAL ADMINISTRATION

3. Sept. 9 THE HISTORY OF SCHOLARSHIP IN THE FIELD

Required Readings:

Murphy, J. & Louis, K. S. (Eds.) (1999). *Handbook of Research on Educational Administration, 2nd Edition*. San Francisco: Jossey-Bass.

Chapter 1: Willower, D. & Forsyth, P. A brief history of scholarship on educational administration.

Chapter 2: Donmoyer, R. The continuing quest for a knowledge base: 1976-1998.

Suggested Reading:

Boyan, N. (Ed.) (1988). *Handbook of research on educational administration*. New York: Longman.

Chapter 1: Culbertson, J. A century's quest for a knowledge base.

4. Sept. 16

THE QUEST TO UNDERSTAND SCHOOL LEADERSHIP

Required Readings:

Murphy, J. & Louis, K. S. (Eds.) (1999). *Handbook of Research on Educational Administration*, 2nd Edition. San Francisco: Jossey-Bass.

Chapter 3: Leithwood, K & Duke, D. A centuries quest to understand school leadership.

Scribner, J. et. al (1999). The building blocks of educational administration: A dialogic review of the First three chapters of the *Handbook. Educational Administration Quarterly*.35(4).

Suggested Reading:

Boyan, N. (Ed.) (1988). *Handbook of research on educational administration*. New York: Longman.

Chapter 4: Boyan, N. Describing and explaining administrator behavior.

Chapter 12: Abott, M. & Caracheo, F. Power, authority, and bureaucracy.

Chapter 13: Immegart, G. Leaderhip and leader behavior.

Chapter 14: Miskel, C. & Ogawa, R. Work motivation, job satisfaction, and climate.

Chapter 15: Estler, S. Decision-making.

Chapter 26: McNamarra, J. and Chisholm, G. The technical tools of decision making.

DUE: REACTION PAPER #1: Chapter 2: Donmoyer, R. The continuing quest for a knowledge base: 1976-1998.

5. Sept. 23

INTERNATIONALIZATION OF EDUCATIONAL ADMINISTRATION PROGRAMS

Required Readings:

Murphy, J. & Louis, K. S. (Eds.) (1999). *Handbook of Research on Educational Administration*, 2nd Edition. San Francisco: Jossey-Bass.

Chapter 4: Chapman, J., Sackney, L., & D. Aspin. Internationalization in educational administration: Policy and practice.

Paige, M. & Mestinhouser, J (1999). Internationalizing educational. Adminstration. *Educational Administration Quarterly*.35(4).

Suggested Reading:

Boyan, N. (Ed.) (1988). *Handbook of research on educational administration*. New York: Longman.

Chapter 30: Hughs, M. Comparative educational administration.

DUE: REACTION PAPER #2: Chapter 3: Leithwood, K & Duke, D. A centuries quest to understand school leadership.

6. Sept. 30

THE EVOLUTION OF EDUCATIONAL ADMINISTRATION PROGRAMS

Required Readings:

Murphy, J. & Louis, K. S. (Eds.) (1999). *Handbook of Research on Educational Administration*, 2nd Edition. San Francisco: Jossey-Bass.

Chapter 6: McCarthy, M. The evolution of educational administration programs.

Milstein, M. (1999). Reflections on “the evolutions of educational administration programs”. *Educational Administration Quarterly*.35(4).

Suggested Reading:

Boyan, N. (Ed.) (1988). *Handbook of research on educational administration*. New York: Longman.

Chapter 3: Miklos, E. Administrator selection, career patterns, succession, and socialization.

DUE: REACTION PAPER #3: Chapter 4:Chapman, J., Sackney, L., & D. Aspin. Internationalization in educational administration: Policy and practice.

PART II

**THE CHANGING NATURE OF EDUCATION AND SCHOOLING:
EMERGING FOUNDADATIONS FOR THE NEW PROFESSION**

7. Oct. 7

IDEOLOGICAL LENSES FOR INTERPRETATION

Required Readings:

Murphy, J. & Louis, K. S. (Eds.) (1999). *Handbook of Research on Educational Administration*, 2nd Edition. San Francisco: Jossey-Bass.

Chapter 8: Cibulka, J. Ideological lenses for interpreting political and economic changes Affecting schooling.

Suggested Reading:

Boyan, N. (Ed.) (1988). *Handbook of research on educational administration*. New York: Longman.

Chapter 25: Boyd, W. Policy analysis, educational policy, and management: Through a

glass darkly.

8. Oct 14

DEMOGRAPHIC CHANGES IN AMERICAN SOCIETY

Required Readings:

Murphy, J. & Louis, K. S. (Eds.) (1999). *Handbook of Research on Educational Administration*, 2nd Edition. San Francisco: Jossey-Bass.

Chapter 9: Reyes, P. (et al). Delta forces: The changing fabric of American society.

Grogan, M. (1999). Equity/equality issues of gender, race, and class. *Administration. Educational Administration Quarterly*.35(4).

Suggested Readings:

Boyan, N. (Ed.) (1988). *Handbook of research on educational administration*. New York: Longman.

Chapter 7 Valverde, L. & Brown, F. Influences on leadership development among racial and ethnic minorities.

Ward, J. (1993). Demographic politics and American schools: Struggles for power and justice. In Marshall, C. (ed). *The new politics of race and gender*. Washington, DC: Falmer.

Hess, G. A. (1993). Race and the liberal perspective in Chicago school reform. In Marshall, C. (ed). *The new politics of race and gender*. Washington, DC: Falmer.

DUE: REACTION PAPER #4: Chapter 8: Cibulka, J. Ideological lenses for interpreting political and economic changes affecting schooling.

9. Oct 21

EVOLVING VIEWS OF LEARNING AND TEACHING

Required Readings:

Murphy, J. & Louis, K. S. (Eds.) (1999). *Handbook of Research on Educational Administration*, 2nd Edition. San Francisco: Jossey-Bass.

Chapter 11: Sykes, G. The “new professionalism” in education: An appraisal.

McClure, M. (1999). Teaching: The peculiar profession. A review essay. *Administration. Educational Administration Quarterly*.35(4).

DUE: REACTION PAPER #5: Chapter 9: Reyes, P. (et al). Delta forces: The changing fabric of American society.

Oct. 28

NO CLASS (UCEA CONFERENCE)

10. Nov. 4

EVOLVING VIEWS OF SCHOOL-ENVIRONMENT RELATIONS

Required Readings

Murphy, J. & Louis, K. S. (Eds.) (1999). *Handbook of Research on Educational Administration, 2nd Edition*. San Francisco: Jossey-Bass.

Chapter 18: Driscoll, M. & Kerchner, C. The implications of social capital for schools, communities, and cities: Educational administration as if a sense of place mattered.

Suggested Readings:

Boyan, N. (Ed.) (1988). *Handbook of research on educational administration*. New York: Longman.

Chapter 17: Bossert, S. School effects

DUE: REACTION PAPER #6: Chapter 11: Sykes, G. The “new professionalism” in education: An appraisal.

11. Nov.11

RESTRUCTURING DECISION MAKING: IMPLICATIONS FOR LEADERS

Required Readings

Murphy, J. & Louis, K. S. (Eds.) (1999). *Handbook of Research on Educational Administration, 2nd Edition*. San Francisco: Jossey-Bass.

Chapter 19: Murphy, J. New consumerism: Evolving market dynamics in the institutional Dimension of schooling.

Fowler, F. (1999). Curiouser and curiouser: New concepts in the rapidly changing landscape of educational administration. *Educational Administration Quarterly*.35(4).

DUE: REACTION PAPER #7: Chapter 18: Driscoll, M. & Kerchner, C. The implications of social capital for schools, communities, and cities: Educational administration as if a sense of place mattered.

PART III

RETHINKING THE CHALLENGES OF EDUCATIONAL LEADERSHIP

12. Nov. 18

A HUMAN SOCIAL CAPITAL PROSPECTIVE

Required Readings

Murphy, J. & Louis, K. S. (Eds.) (1999). *Handbook of Research on Educational Administration, 2nd Edition*. San Francisco: Jossey-Bass.

Chapter 20: Smylie, M. & Hart, A. W. School leadership for teacher learning and change: A Human social capital perspective.

Levin, B. (1999). What is educational administration anyway? *Educational Administration Quarterly*.35(4).

Suggested Readings:

Boyan, N. (Ed.) (1988). *Handbook of research on educational administration*. New York: Longman.
Chapter 16: Corbett, D. Planned organizational change.

DUE: REACTION PAPER #8: Chapter 19: Murphy, J. New consumerism: Evolving market dynamics in the institutional dimension of schooling.

13. Dec. 2

EDUCATIONAL ACCOUNTABILITY

Required Readings

Murphy, J. & Louis, K. S. (Eds.) (1999). *Handbook of Research on Educational Administration*, 2nd Edition. San Francisco: Jossey-Bass.

Chapter 22: Adams, J. & Kirst, M. New demands and concepts for educational accountability: Striving for results in an era of excellence.

Suggested Readings:

Boyan, N. (Ed.) (1988). *Handbook of research on educational administration*. New York: Longman.
Chapter 27: Stufflebeam, D. and Webster, W. Evaluation as an administrative function.

DUE: REACTION PAPER #9: Chapter 20: Smylie, M. & Hart, A. W. School leadership for teacher learning and change: A human social capital perspective.

14. Dec. 3

RESOURCE ACQUISITION AND MANAGEMENT

Required Readings:

Murphy, J. & Louis, K. S. (Eds.) (1999). *Handbook of Research on Educational Administration*, 2nd Edition. San Francisco: Jossey-Bass.

Chapter 23: Monk, D. & Plecki, M. Generating and managing resources for school improvement.

Kelley, C. (1999). Leveraging human and fiscal resources for school improvement. *Educational Administration Quarterly*.35(4).

Suggested Readings:

Boyan, N. (Ed.) (1988). *Handbook of research on educational administration*. New York: Longman.
Chapter 18: **Benson, C.** Economics of education: The U.S. experience.
Chapter 19: **Guthrie, J.** Educational finance: The lower level.

DUE: REACTION PAPER #10: Chapter 22: Adams, J. & Kirst, M. New demands and concepts
For educational accountability: Striving for results in an era of excellence.

15. Dec. 9

FINAL CLASS: COURSE EVALUATIONS

Required Readings:

Björk, L., Lindle, J., & E. Van Meter (1999). A summing up. *Educational Administration Quarterly*.35(4).

Suggested Readings:

Boyan, N. (Ed.) (1988). *Handbook of research on educational administration*. New York: Longman.
Chapter 33: Willower, D. Synthesis and projection.

UNIVERSITY OF KENTUCKY
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EDA 702 - Leadership in Educational Organizations II
Dr. Lars G. Björk, Associate Professor

GENERAL INSTRUCTIONS FOR PREPARING THE ASSIGNED CASE STUDY PAPERS

As noted in the syllabus, the major purpose in analyzing the case studies using different theoretical perspectives is to give students an opportunity to identify organizational problems, analyze their root causes, and develop workable solutions to problems faced by school administrators. Each case paper will be no longer than eight (8) typed pages long. It will include (a) a brief review of the events in the case, (b) a description of the theoretical framework and specific concepts you will use in analyzing the identified problem, (c) an analysis of the events which will serve to better understand the problems, (d) a set of recommendations which emerge from your analysis, and a critique of the strengths and weaknesses of the theory/perspective.

REQUIRED FORMAT

Label each major section of your paper as follows:

Title

1. The title should clearly indicate the case and theory used in the analysis.
2. The title page should include your name, the number and title of the case, the number and title of the course, the name of the instructor, and the date of submission. **PLEASE DO NOT USE COVERS.**

I. Review of Events (20 points)

This section will provide background information about the case. It should provide a brief description of the events in the case in chronological order. Provide information that you think will help the reader understand the context of the case as well as the details of the major issues you have selected to analyze. This section should be about 1-2 pages long. You should strive to portray the problem or issue "in all its personal and social complexity" (Stake, 1988), to develop a "story" and help the reader build an understanding of those problems or issues. Simply put, tell the story of what happened with both elegance and parsimony. You should prepare an objective account of events without engaging in analysis at this point. The events reported in the descriptive narrative are the basis for undertaking your analysis and should be thorough, supported and well written.

II. Review of Theoretical Concepts (20 points).

Once you have identified the major issue(s) in the case, you should review the theory studied to determine which concepts may provide the most powerful lens for explaining these events. When you prepare a review of the theoretical concepts that you intend to use, it will be useful to begin with a general overview before you discuss the specific concepts. In most instances, theories or "frames" (Bolman and Deal, 1991) contain numerous concepts, however, you should focus only on those you will actually use in your analysis.

III. Analysis (40 points).

The principle objective of analyzing a case study is to develop the ability to identify problems and issues in organizations and then use a theory to understand the problem, explain the events, and then identify solutions. In complex organizations problems may be multi-dimensional and will require the use of more than one theory to explain the different aspects of a given problem and present multiple aspects of your solution. In these situations you should search for patterns, themes or categories of human behavior in the case and search your repertoire of theory to identify a "fit" each dimension. Each case study assignment, however, only requires you to identify the most prominent issue in the case and use one theoretical frame or perspective to explain events.

In the analysis section you should **first briefly review the relevant theory before you briefly describe pertinent events in the case that relate to it.** By linking the theory with the data, the nature of the problem may be identified, explained, and discussed. This work will alert you to viable solutions.

VI. Recommendations (10 points).

After using the theoretical concepts to analyze the case, you should be in a position to make recommendations for action based on that specific analysis. In other words, your recommendations should "fall out of" the analysis (point by point) and should be consistent with the frame you have just used. Be careful avoid "canned" solutions that are not relevant to the frame being used.

V. Critique (10 points). A critique of the theoretical perspective used. The brief critique of the theory used to analyze the case should include a review of its basic assumptions, its flaws, and strengths in understanding the problem.

| | | | |
|----------------------------|--|--|---|
| Briefly review case events | Briefly provide overview of theory & concepts to be used in your case analysis | Link theory to case events and explain the problem | Recommendations will emerge from your analysis, then assess their viability |
|----------------------------|--|--|---|

UNIVERSITY OF KENTUCKY
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EDA 702 - Leadership in Educational Organizations II
Dr. Lars G. Björk, Associate Professor

I. Review of Case Events (20 points)

II. Review of Theoretical Concepts (20 points).

III. Analysis (40 points).

IV. Recommendations (10 points).

V. Critique of Theoretical Perspective (10 points)

CASE ANALYSIS

| REVIEW EVENTS | REVIEW THEORY & CONCEPTS | ANALYSIS | RECOMMENDATION | CRITIQUE OF THEORY |
|---------------|-----------------------------|----------|----------------|--------------------|
| | | | | |

